DOCUMENT RESUME

ED 097 953 JC 740 447

TITLE	Follow-up Survey of Students at Eastern Arizona College.
INSTITUTION	Eastern Arizona Coll., Thatcher.
SPONS AGENCY	Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE	Jan 74
NOTE	88p.
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	*College Students; *Dropout Research; *Followup Studies; *Junior Colleges; Post Secondary Education; Program Evaluation; Student Attitudes; Surveys; Technical Reports; *Transfer Students; Vocational Education
IDENTIFIERS	Arizona; *Eastern Arizona College

ABSTRACT

A followup study was conducted of all students who had enrolled full-time with 12 or more units at Eastern Arizona College since 1968. Two mailings of questionnaires were carried out, the first to 2,432 former students and three weeks later, the second to 1,935. In addition, interviews were carried out with selected students. The questionnaire, telephone, and personal interviews were designed to answer the following questions: (1) What were the reasons students terminated their enrollment at the college? (2) Were the educational experiences received at the college subsequently useful in their career preparation? (3) What improvements are needed in the college's supportive services? (4) To what extent are former students utilizing their educational experiences obtained at the college? and (5) What problems were encountered by students entering full-time employment or transferring to other colleges and universities? The returned questionnaires were divided into three program categories--Vocational, Transfer, and General. The data are provided in 29 tables and 10 figures. Two general conclusions resulting from the study were: (1) the respondents in the General category tended to rate their experiences at the college lower than those in the Transfer and Vocational categories; and (2) a higher percentage of the college's students transfer than was anticipated, and transferability of courses presents a problem. (Appendixes provide: Demographic Information, Job Descriptions, the Questionnaire, and Respondent Comments.) (DB)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 097953

FOLLOW UP SURVEY OF STUDENTS AT EASTERN ARIZONA COLLEGE

Jesse U. De Vaney
Project Director

Eastern Arizona College
Thatcher, Arizona 85552
January, 1974

JC 740 447

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

Grateful acknowledgement is made for the grant received from the Research Coordinating Unit, Department of Vocational Education, Arizona State Department of Education which made this project possible. An expression of thanks to the President of EAC, Dr. Dean A. Curtis, for his wholehearted support of this effort.

Of the many individuals who have cooperated to bring about the completion of this study especial and grateful acknowledgements for their perserverance and dedication are made to all of the members of the Follow Up Committee (listed below): the consultant, Dr. Timothy J. Pettibone; the interviewer, W. Bruce Stanfield; and the D. P. Systems analyst, J. Edward S. Hunter.

The excellent response of the Alumni is appreciated and, of course, provided the insights to enable EAC to make further improvements.

Members of the Follow-Up Committee
(alphabetically)

Name	Representing
Emma Aguilar	Students
J. Dallace Butler	Dean of Students
Sterling W. Clouse	Business
Kay Cotton	Ariz. Dept. of Economic Security
Jesse U. De Vaney	Project Director
Deborah Foote	Former Student
J. Edward S. Hunter	Data Processing Systems Analyst Instructor
Wayne M. McGrath	Academic Dean
Ralph Orr, Ph.D.	Dean of Occupational Education
Virginia G. Phillips	Counselor
Maria Rojas	Student
Ben L. Smith	Business
Edwin P. Sorensen	Dean of Occupational Education
W. Bruce Stanfield	Interviewer--Instructor
Ballard White	Instructor

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv,v
LIST OF FIGURES	vi
I. INTRODUCTION	1
II. COMPARISON OF RESPONDENTS AND NON-RESPONDENTS	8
III. DEMOGRAPHIC DATA OF RESPONDENTS	11
IV. REASONS NON-GRADUATE RESPONDENTS LEFT EAC	21
V. WHAT HAS HAPPENED TO FORMER EAC STUDENTS	26
VI. RANKING OF PREPARATION RECEIVED AT EAC BY RESPONDENTS	28
VII. DIFFICULTIES ENCOUNTERED BY RESPONDENTS	38
VIII. OPINIONS OF RESPONDENTS IN THE AREA OF INSTRUCTION	41
IX. STUDENT SERVICES	48
X. STUDENT ACTIVITIES	51
XI. COMMUNITY	53
XII. RESPONDENTS OPINION OF EAC	54
XIII. CONCLUSIONS AND RECOMMENDATIONS	56
APPENDIXES	
A. DEMOGRAPHIC INFORMATION	65
B. JOB DESCRIPTIONS	66
C. QUESTIONNAIRE	68
D. RESPONDENT COMMENTS	72

BEST COPY AVAILABLE

LIST OF TABLES

Table		Page
1.	Analysis of Mailings	4
2.	Comparison of Mean Cumulative Grade Point Average and Mean ACT Composite Scores Between Target Group, Respondents, Non-Respondents, and Random Sample	8
3.	Comparison of Program Category, Sex, Age, and Residence Between Target Group, Respondents, Non-Respondents, and Random Sample	9
4.	Summary of Respondents by Program Category	11
5.	Transfer Respondents By Curriculum Area	12
6.	Vocational Respondents by Curriculum Area	13
7.	Comparison of Percentage of Responses Relative to Residence with 1972-73 Student Body	16
8.	Summary of Respondents' Mean Cumulative Grade Point Average and ACT Composite Scores by Program Category	17
9.	Summary of Marital Status of Respondents by Program Category	17
10.	Respondents' Reasons for Withdrawal Prior to Program Completion by Program Category	24
11.	Analysis of Respondents by Category Showing Number and Percent Receiving Further Education	26
12.	Rating of Preparation of Respondents for Present Job	31
13.	Relationship of Respondents' Present Job to EAC Curriculum	34
14.	Employment Status of Vocational Respondents Not Responding to Job Classification	37

BEST COPY AVAILABLE

LIST OF TABLES (cont.)

Table		Page
15.	Attainment of Respondents' Educational/ Training Goals by Category	37
16.	Major Difficulties in Transferring (Respondents who indicated they had received further education)	38
17.	Number of Respondents Indicating Difficulty in Entering Full-Time Employment	39
18.	Class Attendance Policy	41
19.	Grading Policy	42
20.	Quality of Instruction	43
21.	Faculty Concern for Students	43
22.	Value of General Education Courses	44
23.	Value of Vocational Courses	45
24.	General Instructional Areas Indicated by Respondents As Needing More or Less Emphasis	47
25.	Student Services Used and Rating	48
26.	Respondents' Ranking of Student Activities	51
27.	Acceptance or Rejection by the Community of All Respondents	53
28.	Respondents Overall Opinion of EAC	54
29.	Analysis of Whether or Not Respondents Would Recommend EAC	55

BEST COPY AVAILABLE

LIST OF FIGURES

Figure		Page
1.	Comparison of Male-Female Respondents by Program Category	14
2.	Comparison of Age Groups of Respondents by Program Category	15
3.	Comparison of Residence Classification of Respondents by Program Category	16
4.	Percentage of Respondents by Ethnic Groups Within Program Categories	18
5.	Employment Status of Respondents by Program Category	19
6.	Educational Status of Respondents by Program Category	20
7.	Student Rentention of Respondents by Semester and Program Category	22
8.	Percentage of Respondents by Program Category Compared with Percentage of First Year Dropouts by Program Category	23
9.	Percentage of Satisfaction of Respondents by Program Category	25
10.	Analysis by Category of EAC Preparation for Further Training	29

I. INTRODUCTION

Eastern Arizona College (hereafter referred to as EAC) is one of the oldest educational institutions in the State of Arizona. It was founded in 1888. Until 1964, EAC was a small junior college basically offering a transfer program of studies and limited vocational education in business and auto mechanics.

During the last eight years, a large part of the college resources have been expended in developing and expanding the vocational curricula. Last year (1972-73) there were 35 one and two-year programs offered in the vocational area.

An evaluation of the relevance of the offerings and a determination of the strengths and weaknesses in the over-all program had now become imperative. The last general follow-up study of EAC's students was done in 1964. This study and all prior follow-up studies were aimed at determining the success of transfer students. No overall effort had been made to follow-up the students in vocational programs or to determine what happens to those that do not transfer.

Because of these reasons, the Research Coordinating Unit of the Arizona State Department of Education Division of Vocational Education agreed to fund the major portion of a follow-up study of EAC's former full-time students who had attended during the last five years.

BEST COPY AVAILABLE

A. Statement of the Problem

There is little feedback from former students to indicate the effectiveness of the College's program. In order to collect data on which to evaluate current programs, and give direction to any needed change, it is proposed that a follow-up survey of students who have enrolled at EAC full-time since 1968 (hereafter referred to as the target group) be made to determine the relavance of EAC's offerings, the strengths and weakness of its vocational preparation and supportive services, and the extent former EAC students are utilizing their educational experiences obtained at EAC.

The results of the survey would be used to suggest changes that would better meet students' needs and wishes. It could also be used in the redirection of curricula wherever indicated by the results.

B. Procedures

The project started March 2 1973. A research committee was formed consisting of the Project Director, representatives from students, faculty administration, former students, two local businessmen, and a representative from the Arizona Employment Service. The specific demographic information to be taken from the student's permanent record was determined by the committee during its first two meetings. (See Appendix A for demographic information.)

During subsequent meetings, while working on the basic questionnaire, the committee also developed the qualifications and job

descriptions for the consultant and interviewer. (See Appendix B.) Dr. Timothy J. Pettibone, Department Head in the College of Education at New Mexico State University, Las Cruces, New Mexico, was hired as the consultant; and Mr. Bruce Stanfield, instructor at Eastern, was hired to do the personal interviews.

As soon as the committee completed the basic questionnaire, the consultant met and worked with the committee in further refining the questionnaire. It was then field tested using approximately 40 students form EAC. Dr. Pettibone then submitted the revised questionnaire and guidelines for telephone and personal interviewers to the committee. A copy of the final questionnaire is attached as Appendix C.

The demographic information obtained from the students' permanent record was coded, punched, and entered into the computer. A master list of the target group and mailing labels were then prepared.

The first mailing of the questionnaire was complete on or about the first of June. A total of 2,432 questionnaires were mailed. Approximately three weeks later, a second mailing of 1,935 questionnaires was begun. Table 1 shows the response to each mailing.

BEST COPY AVAILABLE

Table 1

Analysis of Mailings

	No. of Completed Questionnaires	Non-Deliverable Questionnaires	Total Questionnaires
First Mailing	491	204	2432
Second Mailing	315	86	1935
Random	42		

Starting June 20, and going through August 15, an intensive effort was made to contact students by phone and urge them to complete and return the questionnaire. This technique proved very effective in increasing the response rate. However, because many of the addresses used were as much as five years old, it was impossible to contact many of the former students. This was partially overcome by calling relatives and friends of students who had moved to obtain their current address and phone number.

Because a large percent of EAC's students are Indian, it was necessary to conduct personal interviews to insure an adequate response from this group. Past experience has shown many Indians do not respond to correspondence and cannot be contacted by phone.

Therefore, a random sample of 100 non-respondents thought to be residing in Arizona was selected. A trained interviewer spent two weeks attempting to contact and interview these students. Every effort (phone calls to the student, his parents and friends)was made to contact these students and arrange an appointment for the inter-

viewer. Again, a large percent could not be contacted because they had moved, and it was impossible to obtain their new address. In addition, because it was summer, many former students were on vacation or out-of-state working on a summer job.

To quote the interviewer, "The pattern with the Indian student who was not at home did not appear to be the same pattern as the white student who was not at home. Most of the Indian students were at least near their former homes, whereas most of the white students were a considerable distance from home. This did facilitate contacting at least the parents of the Indian students." By contacting the Indian health service, the interviewer was able to locate several of the students and maps showing how to reach the student's residence.

Several persons were contacted and refused to be interviewed. Two of these were hostile to the school and six stated that they did not want to be bothered. In general, the former students were willing to speak to the interviewer about the questionnaire. They were open and did appear to be frank and candid in their remarks.

In addition to the above efforts, attempts were made to interview persons over the phone. Because of the length of the questionnaire, this was found to be impractical.

C. Population:

The target population consisted of all students who have been enrolled full-time with 12 or more units at EAC since 1968.

BEST COPY AVAILABLE

D. Data and Instrumentation

The basic demographic characteristics and the students' stated educational goals prior to leaving EAC were determined from their permanent record. The questionnaire, telephone and personal interviews were designed to answer the questions listed below.

1. What were the reasons students terminated their enrollment at EAC?
2. Were the educational experiences received at EAC subsequently useful in their career preparation?
3. What improvements are needed in EAC's supportive services (placement, counseling, advising, student activities, etc.)?
4. To what extent are former students utilizing their educational experiences obtained at EAC?

Specifically:

a. How many vocational students are employed in occupations related to their major area of study at EAC?

b. How many vocational students are employed in occupations unrelated to their major area of study at EAC?

c. How many vocational students completed a Bachelor's degree program?

d. How many transfer students completed a Bachelor's degree program?

e. How many general students completed a Bachelor's degree program?

f. What occupations did the transfer students who did not complete a Bachelor's degree program enter?

g. What occupations did the general students who did not complete a Bachelor's program enter?

5. What problems were encountered by students entering full-time employment or transferring to other colleges and universities?

E. Analysis

The returned questionnaires were divided into three program categories -- Vocational, Transfer, and General. The individual classification of the returned questionnaire was determined by the curriculum indicated by the student at the time of registration for his last semester at EAC. Using the computer, the number and percent of responses to each question were tabulated for each group and comparisons made between the three groups in relation to each of the stated objectives.

II. COMPARISON OF RESPONDENTS AND NON-RESPONDENTS

A. Demographic Data Compared

In order to determine the validity of the sample obtained, comparisons were made between the entire target group, respondents, non-respondents, and random sample. Table 2 shows the comparisons of mean cumulative grade point average (GPA) and mean ACT Composite scores. Table 3 shows the comparisons for program categories, sex, age, and residence.

Table 2

Comparison of Mean Cumulative Grade Point Average and Mean ACT Composite Scores Between Target Group, Respondents, Non-Respondents, and Random Sample

	Mean Cumulative GPA	Difference*	Mean ACT Composite Score	Difference*
Target Group	2 46		15.7	
Respondents	2.63	+.17	16.7	+1.0
Non-Respondents	2.36	-.10	15.1	- .6
Random Sample	2.49	+.03	15.6	- .1

*Difference between target group and indicated group

Table 3
Comparison of Program Category, Sex, Age, and Residence Between Target Group, Respondents, Non-Respondents, and Random Sample

	Target Group		Respondents			Non-Respondents			Random Samples		
	No.	%	No.	%	Diff.*	No.	%	Diff.*	No.	%	Diff.*
Program Category:											
Transfer	1331	(55%)	473	(56%)	+1%	858	(54%)	-1%	28	(67%)	+12%
Vocational	608	(25%)	212	(25%)	0	396	(25%)	0	6	(14%)	11%
General	321	(13%)	110	(12%)	1%	211	(13%)	0	8	(19%)	+ 6%
Unavailable	172	(7%)	53	(6%)	-1%	119	(8%)	+1%	0	-	- 7%
Total**	2432	(100%)	848	(99%)		1584	(100%)		42	(100%)	
Sex:											
Male	1665	(69%)	517	(61%)	-8%	1148	(72%)	+3%	24	(57%)	-12%
Female	763	(31%)	330	(39%)	+8%	433	(27%)	-4%	18	(43%)	+12%
Unavailable	4	nil	1	nil		3	nil		0	-	
Total**	2432	(100%)	848	(100%)		1584	(99%)		42	(100%)	
Age:											
18-21	607	(25%)	211	(25%)	0	396	(25%)	0	13	(31%)	+ 6%
22-24	1270	(52%)	450	(53%)	+1%	820	(52%)	0	20	(48%)	- 4%
25-29	423	(17%)	138	(16%)	-1%	285	(18%)	+1%	7	(17%)	0
30-39	76	(3%)	29	(3%)	+1%	47	(3%)	0	1	(2%)	- 1%
40 and over	30	(1%)	16	(2%)	+1%	14	(1%)	0	1	(2%)	+ 1%
Unavailable	26	(1%)	4	(1%)	0	22	(1%)	0	0	-	- 1%
Total**	2432	(99%)	848	(100%)		1584	(100%)		42	(100%)	
Residence:											
Graham	798	(33%	298	(35%)	+2%	500	(32%)	-1%	12	(29%)	- 4%
Rest of AZ	1345	(55%)	471	(56%)	+1%	874	(55%)	0	29	(69%)	+14%
Out of State	283	(12%)	77	(9%)	-3%	206	(13%)	+1%	1	(2%)	-10%
Unavailable	6	(1%)	2	(1%)	0	4	(1%)	0	0	-	- 1%
Total**	2432	(101%)	848	(101%)		1584	(101%)		42	(100%)	

*Difference between percent of target group and indicated group **Not equal to 100% due to rounding

BEST COPY AVAILABLE

B. Conclusions

The comparisons show that in all but grade point average and ACT Composite scores the random sample varies too greatly from the target group and should not be considered in the overall analysis.

However, based on the items compared, there apparently was a difference between the respondents and non-respondents in three areas -- sex, mean cumulative GPA, and mean ACT composite score. Therefore, in interpreting the results one must keep in mind the following:

1. Women were more likely to respond to the questionnaire.
2. Respondents tended to have a higher GPA.
3. Respondents tended to have a higher ACT composite score.

Overall it is concluded that the non-respondents would not have an extreme effect on the results.

III. DEMOGRAPHIC DATA OF RESPONDENTS

The following section contains an analysis of the demographic data for the respondents. In all but one graph (Figure 4), the data for the total respondents was given and an analysis by Program Category was shown. The Program Categories are Transfer, Vocational, and General.

A. Educational Goals

Table 4 below is a summary of the respondents by Program Category.

Table 4

Summary of Respondents
By Program Category

Program Category	Number	Percent
Transfer	473	56%
Vocational	212	25%
General	110	12%
Unavailable*	53	6%
Total	848	99%**

*The unavailable category were those students whose permanent records did not have a stated curriculum for their last semester at EAC.

**Not equal to 100% because of rounding.

As pointed out in Table 3, the percentage of respondents and non-respondents in each Program Category is approximately the same. This would lead to the conclusion that no one particular category responded in a greater proportion than any other category.

Table 5 shows the number and percent of the Transfer Category in each transfer curriculum.

Table 5

Transfer Respondents By Curriculum Area

Curriculum	Number	Percent
Professional Agriculture	26	5.4
Art	13	2.7
Professional Office Admin.	2	.4
Business Administration	39	8.2
Data Processing	2	.4
Elementary Education	90	19.0
Law Enforcement	4	.8
Art (Secondary Education)	4	.8
Biological Science	6	1.2
Business and Distributive Ed.	12	2.5
English	6	1.2
Foreign Languages	2	.4
Health & Physical Education	47	9.9
Home Economics (Professional)	20	4.2
Industrial Arts	13	2.7
Mathematics	6	1.2
Music	9	1.9
Physical Science	5	1.0
Speech and Drama	5	1.0
Social Sciences	21	4.4
Psychology	9	1.9
Engineering	20	4.2
Forestry	17	3.5
Mass Communications	3	.6
Liberal Arts	25	5.2
Political Science	4	.8
Pre-Law	5	1.0
Pre-Med Science	34	7.1
Pre-Pharmacy	3	.6
Biological Science	13	2.7
Wildlife Biology	7	1.4
	1	.2
Total	473	98.5*

*Not equal to 100% because of rounding.

Table 6 shows the number and percent of the Vocational Category in each vocational curriculum.

Table 6

Vocational Respondents
By Curriculum Area

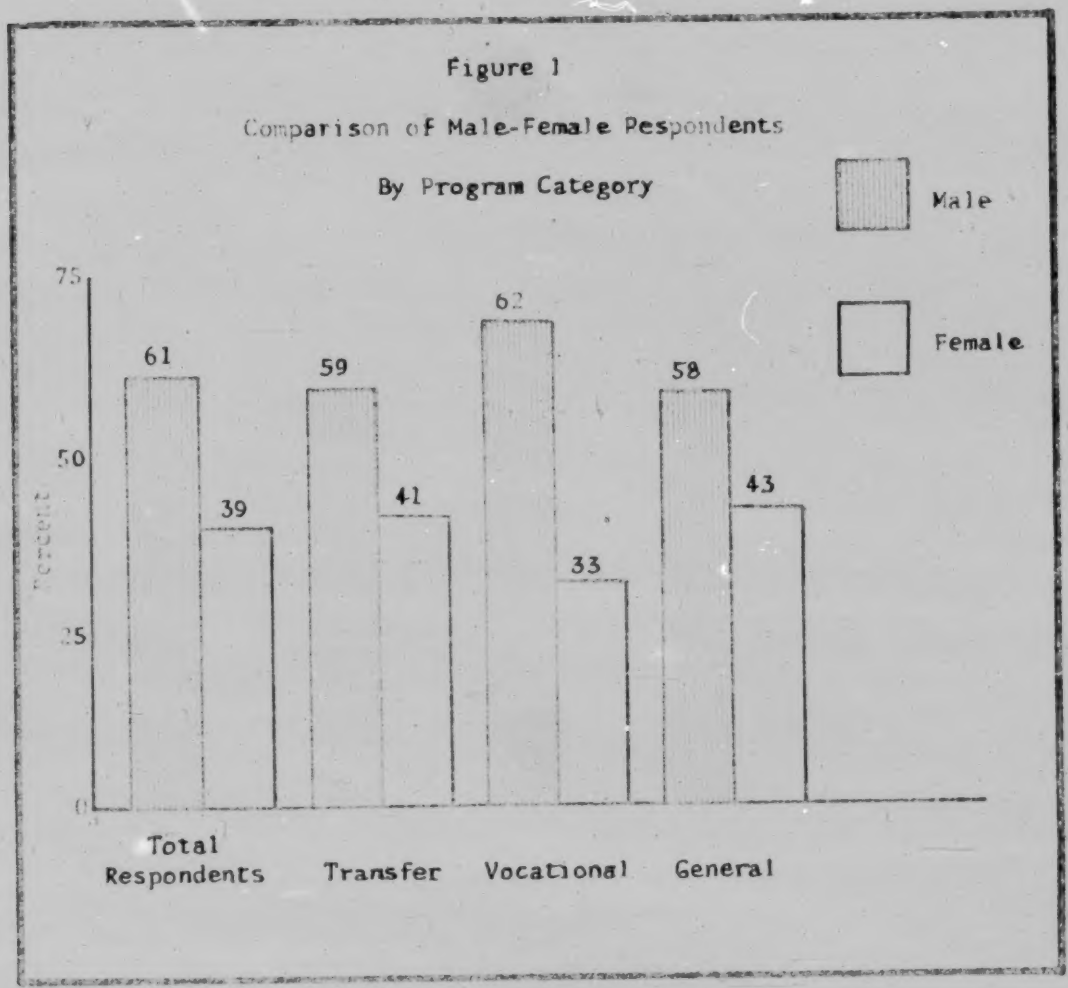
Curriculum	Number	Percent
Agriculture Mechanics Tech.	2	.9
Auto Business	3	1.4
Auto Engineering Technology	2	.9
Auto Mechanics	10	4.7
Auto Service Technology	25	11.7
Data Processing	21	9.9
Diesel Technology	2	.9
Drafting	1	.4
Drafting Technology	23	10.8
Electronics Engineering	21	9.9
Fashion Merchandising	1	.4
General Business	7	3.3
General Clerical	1	.4
Home Economics (Occupational	2	.9
Law Enforcement	5	2.3
Legal Secretary	1	4
Machine Practice	1	.4
Mechanical Engineering	3	1.4
Mid-Management	20	9.4
Mining Technology	6	2.8
Office Services	1	.4
Production Agriculture	6	2.8
R.N. Program	1	.4
Secretarial	38	17.9
Stenographic	6	2.8
Updating Skills	2	.9
Medical Secretary	1	.4
Total	212	98.8*

*Not equal to 100% because of rounding

BEST COPY AVAILABLE

B. Male - Female

Figure 1 is a comparison of Male-Female respondents. Please not that percentage-wise the Vocational Category has fewer women than the Transfer or General Categories.



C. Age

For analysis purposes, respondents were placed in one of five age categories as determined by their year of birth -- 18-21, 22-24,

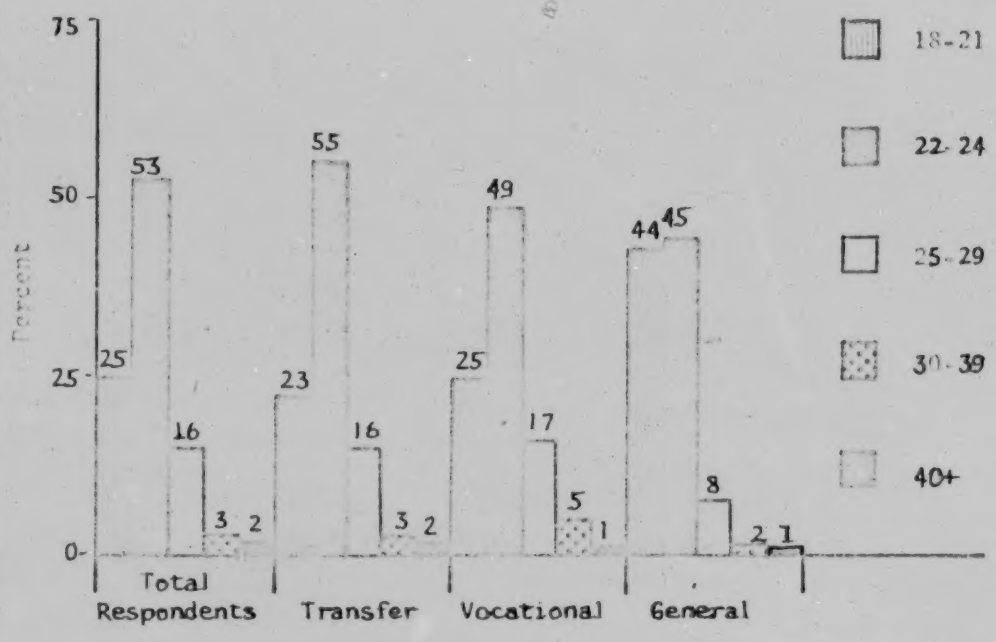
BEST COPY AVAILABLE

25-29, 30-39, and 40 plus. Figure 2 shows the percentage of students in each age group. The modal age of all respondents was 23 with extremes at 18 and 58 years of age.

Figure 2

Comparison of Age Groups of Respondents

By Program Category



The most striking difference between the three Program Categories of respondents was in the 18-21 age group of the General Category. The percentage was nearly twice that of either the Trans-

BEST COPY AVAILABLE

fer or Vocational Categories. It would appear that many of this age group were uncertain as to what they wanted to "major" in.

D. Residence Classification

The response from the out-of-state student was proportionately less than the response from the in-state student which was to be expected because the greater effort of the project was centered on the in-state students. A comparison of the percentage of responses with the 1972-73 student body showed that except for out-of-state students it was nearly the same. Table 7 summarized this data.

Table 7

Comparison of Percentage of Responses
Relative to Residence with 1972-73 Student Body

	Responses	1972-73 Full-Time Student Body
Graham County	35%	33%
Rest of Arizona	56%	51%
Out-of-State	9%	16%

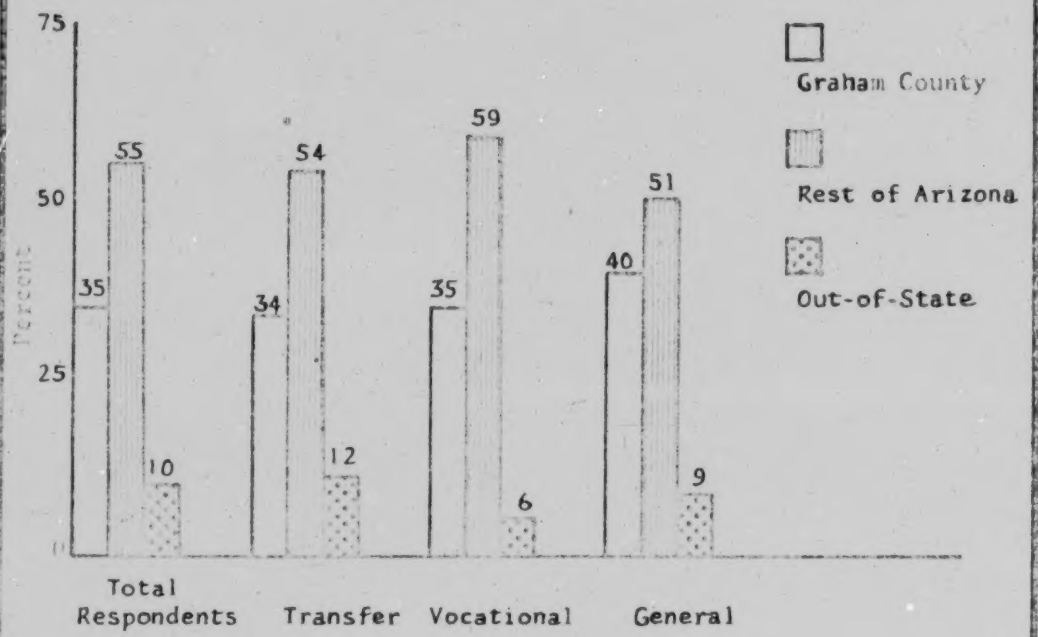
Figure 3 shows that response by county of residence (while the students were attending EAC). It could be noted that vocational programs attracted, percentage-wise, more students from Arizona than from out-of state. Half of the out-of-state students in vocational programs came from New Mexico.

BEST COPY AVAILABLE

Figure 3

Comparison of Residence Classification of Respondents

By Program Category



BEST COPY AVAILABLE

E. Cumulative

Table 8 is a summary of mean cumulative grade point averages and ACT composite scores for each Program Category.

Table 8

Summary of Respondents' Mean Cumulative Grade Point Average and ACT Composite Scores by Program Category

	Mean Cumulative GPA	Mean ACT Composite
Total Respondents	2.63	16.7
Transfer	2.65	17.2
Vocational	2.54	15.4
General	2.67	16.4

The General Category has the highest mean cumulative GPA while the Transfer Category has the highest mean ACT Composite score.

F. Marital Status

Table 9 shows the marital status of the respondents by Program Category.

Table 9

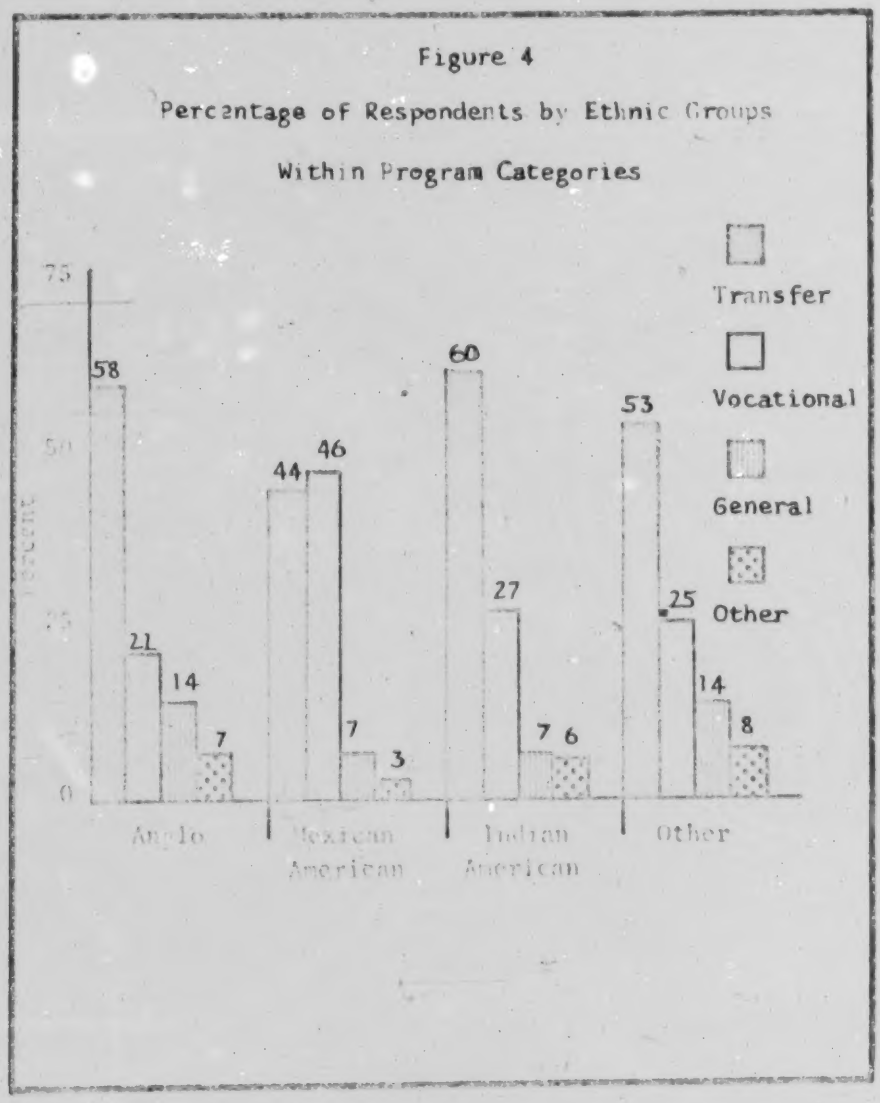
Summary of Marital Status of Respondents by Program Category

	Total Respondents	Transfer	Vocational	General
Single	47.0%	50.7%	41.9%	50.9%
Married	50.0%	46.7%	54.2%	47.2%
Widowed	.4%	.4%	.4%	.9%
Divorced	1.4%	1.4%	1.8%	.9%
Separated	5	.4%	1.4	-
Unavailable	.1	.2	-	-

BEST COPY AVAILABLE

G. Ethnic

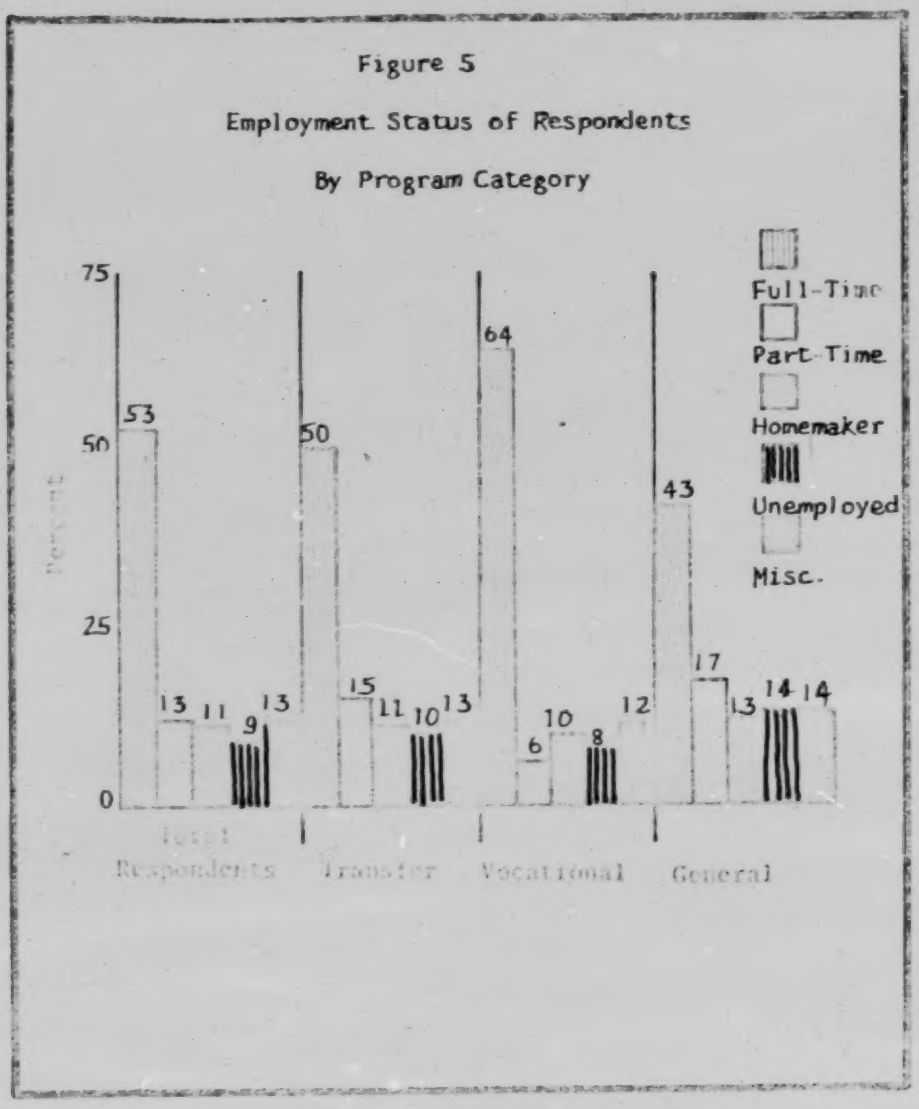
Figure 4 shows the percentage of the ethnic group reported in each Program Category. The Mexican-American is the only ethnic group in which a larger percent are enrolled in vocational programs rather than Transfer.



BEST COPY AVAILABLE

II. Employment Status

Figure 5 indicates the employment status for all of the respondents and for each of the three Program Categories. The Vocational group has the largest percentage employed and the lowest percentage unemployed while the General Category has the lowest employed and highest unemployed.



BEST COPY AVAILABLE

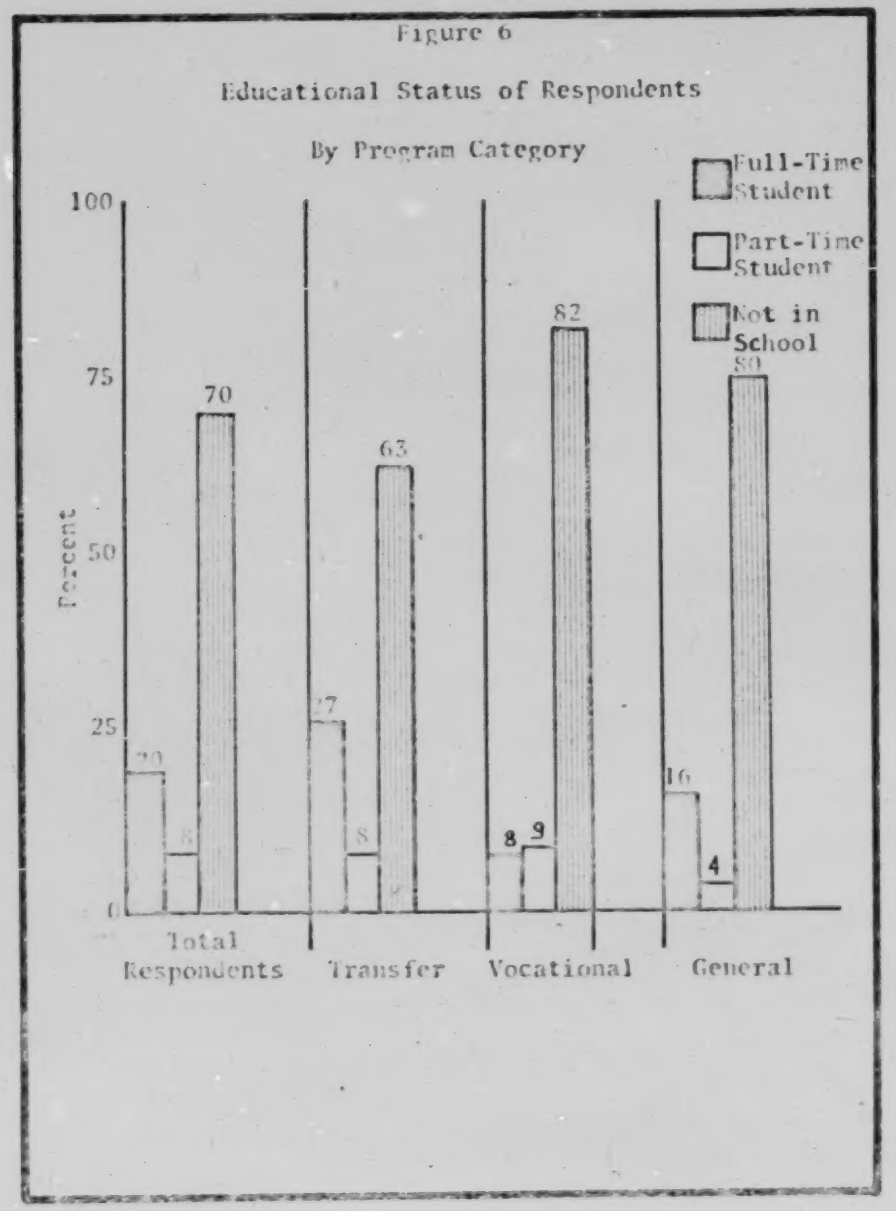
I. Educational Status

Figure 6 shows the current educational status at the time of the survey for all of the respondents and for each of the three Categories. As one would expect the Transfer Category has the largest percentage of students going to school full-time The Vocational Category has a slightly larger percentage going to school part-time.

Figure 6

Educational Status of Respondents

By Program Category



IV. REASONS NON-GRADUATE RESPONDENTS LEFT EAC

A. Retention

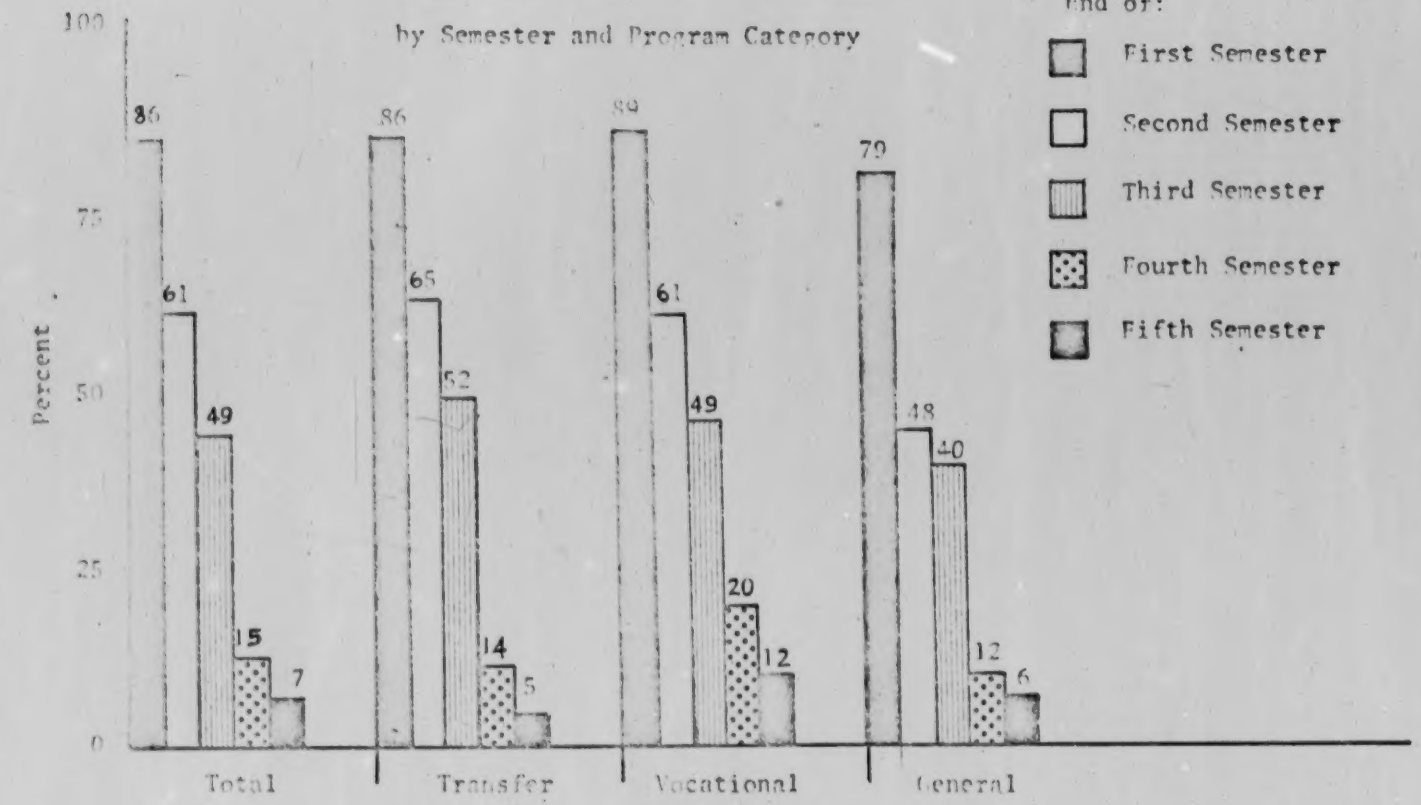
A vital part of this survey was to determine why students left EAC prior to completing a program. Figure 7 gives some indication of the problem.

Over half (52%) of the students in the general Category had left EAC prior to the third semester. This compares with 35% of the Transfer Category for the same period of time. The Vocational Category had the best retention rate over the normal four semester period.

Figure 7

Student Rentention of Respondents

by Semester and Program Category



BEST COPY AVAILABLE

BEST COPY AVAILABLE

B. First-Year Withdrawals

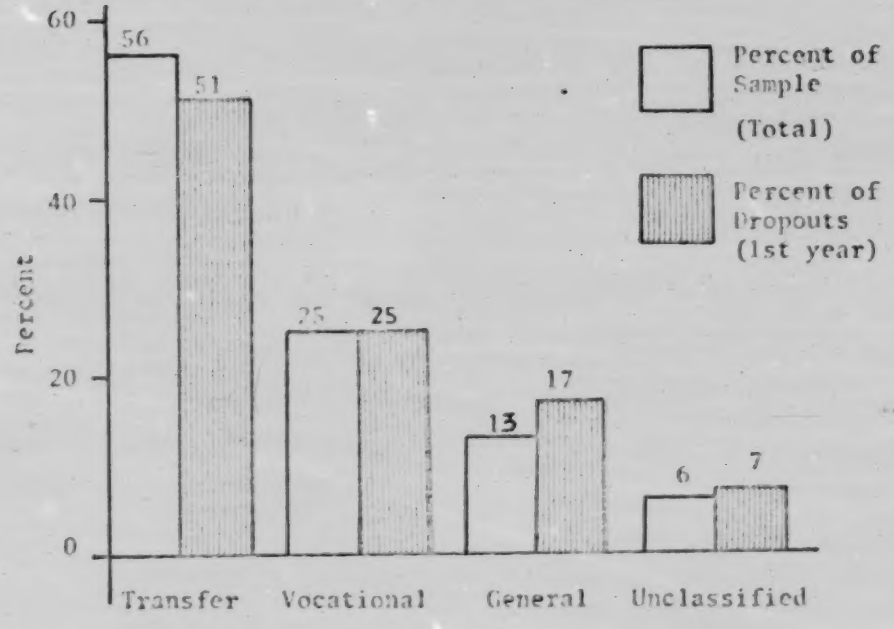
An analysis of respondents who indicated they had withdrawn by the end of the first year was made by Program Category to determine if any one category was proportionately higher than any other. Figure 8 shows the results of this analysis. When compared with the total response broken down by Program Category, it appears that the Transfer Category had proportionately fewer withdrawals and the General Category the highest.

Figure 8

Percentage of Respondents by Program Category

Compared With Percentage of

First Year Dropouts by Program Category



BEST COPY AVAILABLE

C. Reasons Indicated by Respondents.

Respondents who did not complete a program at EAC were asked to indicate their reasons for leaving. Table 10 shows the tabulation of these responses in the order in which they appeared on the questionnaire.

It can be noted that the reason given most frequently for leaving EAC prior to finishing a program was transferring to another college A higher proportion of students identified as transfer students did indeed transfer, but prematurely. The second most important reason for students leaving EAC prior to program completion was getting married. Apparently the least important reason for dropping out was identified as transportation problems with approximately 1/2 of a percent responding in that category.

Table 10

Respondents' Reasons for Withdrawal
Prior to Program Completion
By Program Category

Reason	Total Respondents	Transfer	Vocational	General
Completed all courses	2.9%	3.0%	2.2%	5.1%
Transfer	19.7%	27.2%	8.2%	12.8%
Took a job	5.5%	4.0%	9.0%	6.4%
Got married	9.2%	7.8%	13.5%	6.4%
Enlisted or drafted	4.2%	3.0%	7.5%	2.5%
Financial problems	6.8%	5.1%	8.2%	8.9%
Transportation	.5%	.6%	.7%	-
Courses not available	4.0%	5.1%	1.5%	6.4%
Lack of motivation	8.1%	7.8%	8.2%	10.2%
Grades low	2.7%	1.3%	6.0%	2.5%
Went on Mission	6.2%	4.4%	6.0%	12.8%
Personal--unrelated to	8.8%	8.8%	6.7%	12.8%
Other	8.6%	9.5%	6.7%	6.4%
Blank	12.3%	11.9%	15.0%	6.4%

BEST COPY AVAILABLE

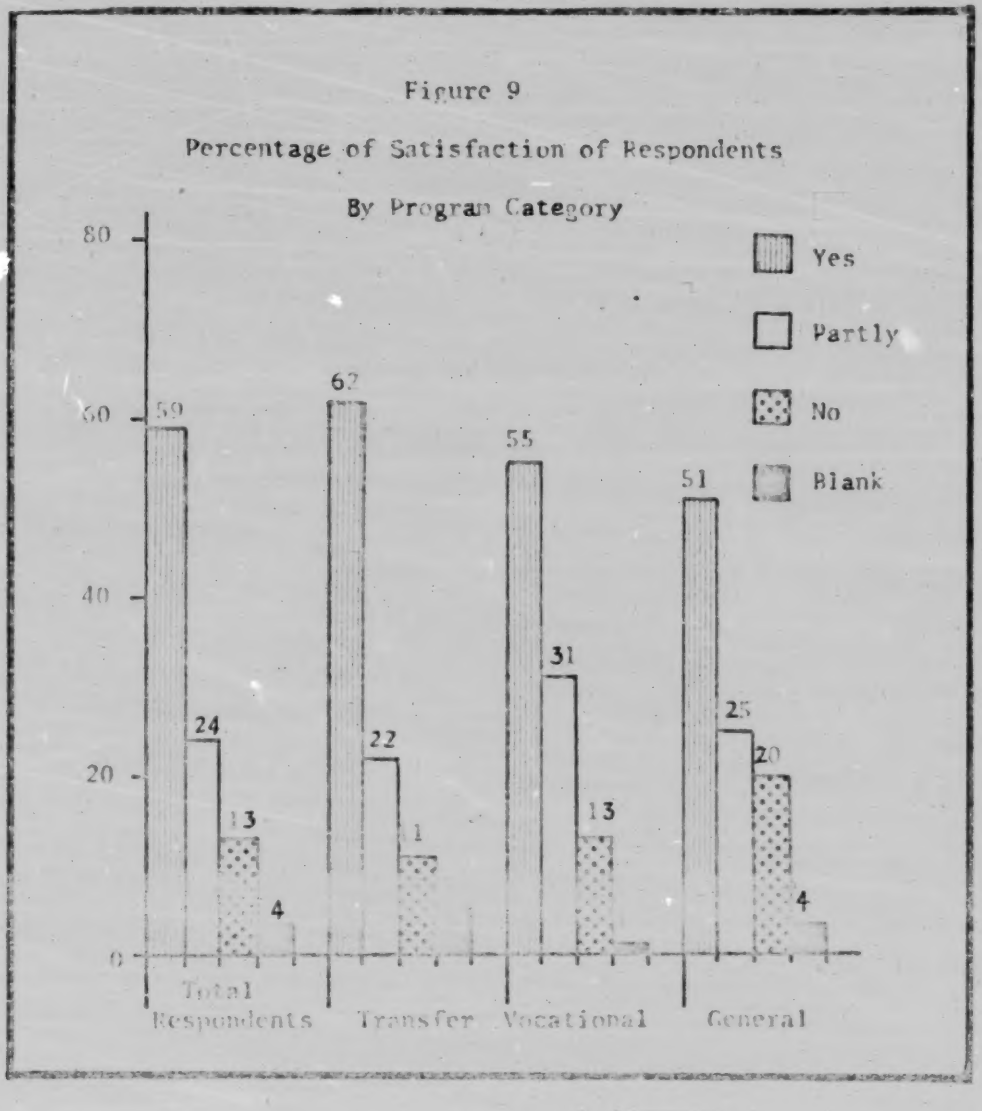
D. Satisfaction.

Perhaps the most important measure of success or failure of an institution is its ability to enable the student to get what he came to that institution for. Thus, the question "Did you get from EAC what you came for?" was asked. Figure 9 is an analysis of the responses to that question which may be interpreted as a measure of satisfaction. Overall, 59% indicated yes and 24% partly. The greatest number of no's came from those in the General Category.

Figure 9

Percentage of Satisfaction of Respondents

By Program Category



V. WHAT HAS HAPPENED TO FORMER EAC STUDENTS

Another key purpose of this survey was to determine what has happened to former EAC students. Table 11 below is an analysis of all respondents: the Transfer, Vocational, and General Groups, and EAC graduates. It shows for each group the number and percent of respondents in each that (1) were current undergraduates, (2) received a Bachelors or higher, (3) transferred -- did not finish, and (4) did not transfer.

Table 11

Analysis of Respondents by Category Showing Number and Percent Receiving Further Education

	Current Undergraduates		Rec. Bachelors or Higher		Transferred or Did not Finish		Did Not Transfer		Total	
	#	%	#	%	#	%	#	%	#	%
Total Sample	120	14.7%	124	15.2%	265	32.6%	305	37.5%	814	100%
Transfer	87	19.1%	96	21.1%	155	34.1%	117	25.7%	455	100%
Vocational	14	6.8%	13	6.4%	64	31.2%	114	55.6%	205	100%
General	14	13.7%	3	2.9%	28	27.5%	57	55.9%	102	100%
EAC Grad.	25	10.3%	73	30.2%	75	31.0%	69	28.5%	242	100%

Please note that the sub-categories may not equal totals because some student records did not have curriculum available.

One conclusion that can be drawn is that approximately 62% of the students leaving EAC do in fact transfer and receive further education while 38% have not to date.

A. Transfer Category.

Of this Transfer Category, 74% did transfer. Approximately 40% either have completed a Bachelor's program or were currently enrolled as undergraduate students. Thirty-four percent of the group transferred but did not complete a Baccaluareate program while 26% did not transfer.

B. Vocational Category.

Approximately 44% of the vocational students whose last semester major indicated vocational areas transferred to other institutions. Sixty-four percent of these students completed the Bachelor's degree or more An additional 7% were currently enrolled as an undergraduate and 31% of the vocational students transferred but did not finish. Over half of the vocational students, 55.6%, did not go on.

C. General Category.

Thirty-three percent of the students classified as general transferred to other institutions. 27.5% of these did not finish, approximately 3% received Bachelor's degrees or more and approximately 14% were currently undergraduates.

D. Graduates.

Of the EAC graduates, approximately 71% transferred to other institutions. Of these, 30% received Bachelor's degrees or more, 10% were currently enrolled as undergraduates, and 31% did not finish.

VI. RANKING OF PREPARATION RECEIVED AT EAC BY RESPONDENTS

A. Preparation for Further Training.

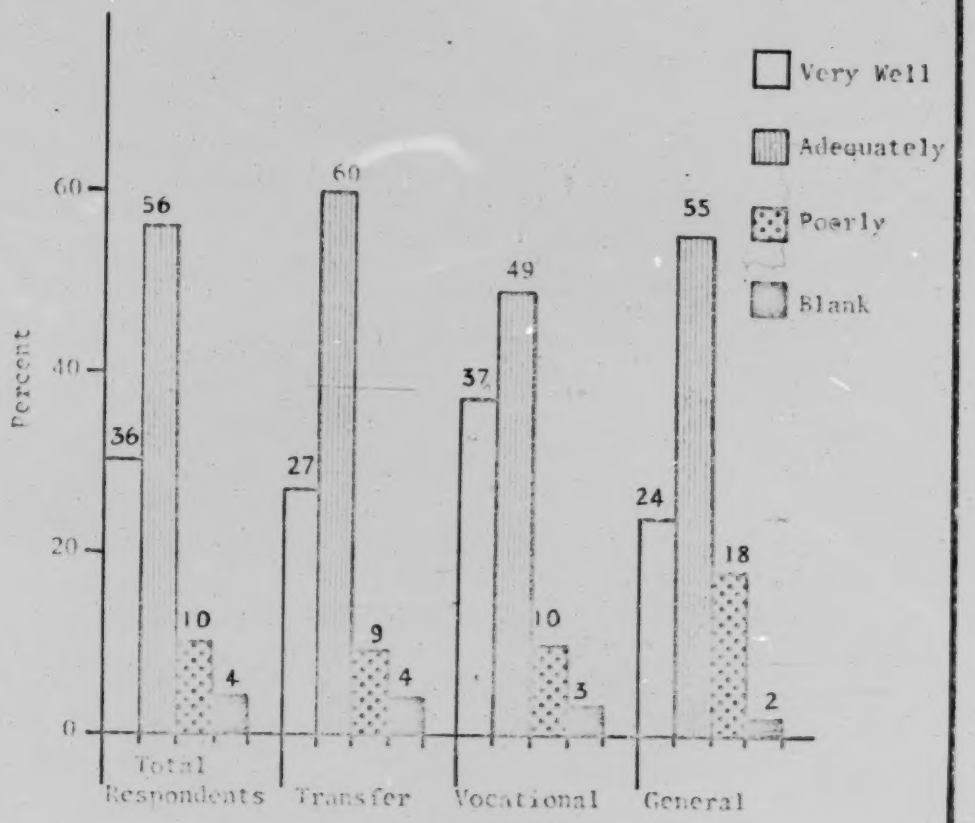
In order to determine what kind of job EAC was doing in preparing its students for further education, the following question was asked: "In general, how did EAC do in preparing you for additional training?"

An analysis of all respondents receiving further education after leaving EAC, shows 86% feel they were either very well or adequately prepared. Ten percent felt they were poorly prepared and four percent did not answer the question. The Vocational group had the highest percentage indicating verywell. Figure 10 shows a detailed analysis of the responses to this question.

BEST COPY AVAILABLE

Figure 10

Analysis by Category of EAC Preparation for Further Training



B. Preparation for Employment.

Out of the entire sample, 634 respondents indicated that they have held at least one full-time job since leaving EAC.

Twenty-five and two-tenths percent of those having at least one full-time job feel that their courses were directly related to their employment. Thirty-seven and four-tenths percent responded that their courses were helpful in their job but not directly related. Thirty-seven and four-tenths percent indicated that there was no relationship between their courses and their employment.

Table 12 on the following page is an analysis of those respondents who have had at least one full-time job by group. Please note that each group is divided into those whose job was (1) Directly Related, (2) Helpful, and (3) No Relation to their courses at EAC. Within each of these divisions is a further breakdown which shows the number and percent who felt their EAC preparation for a job was (1) Very Well, (2) Adequate, (3) Poor, or who left the question blank. Because there was only one respondent indicating a full-time job that left the question regarding the relationship of EAC courses to employment blank, his response is not included in the table.

Table 12

Rating of Preparation of Respondents for Present Job

	Directly Related					Helpful					No Relation				
	Group Total	Very Well	Adequately	Poorly	Blank	Group Total	Very Well	Adequately	Poorly	Blank	Group Total	Very Well	Adequately	Poorly	Blank
Total Respondents	60	70 43.7%	77 48.1%	6 3.7%	7 4.3%	237	33 13.9%	152 64.1%	34 14.3%	18 7.5%	237	12 5.0%	56 23.6%	99 41.7%	70 29.5%
Transfer=340	61	25 37.7%	34 55.7%	2 3.2%	2 3.2%	133	22 16.5%	88 66.1%	12 9.0%	11 8.2%	145	8 5.5%	42 38.9%	56 38.6%	39 26.8%
Vocational=181	75	34 45.3%	33 44.0%	3 3.9%	5 6.6%	65	8 12 3%	40 61.5%	14 21.5%	3 4.6%	41	1 2.4%	6 14.6%	20 48.7%	14 34.9%
General=74	9	4 44.4%	5 55.5%			25	1 4.0%	15 59.9%	6 24.0%	3 12.0%	40	2 5.0%	6 14.9%	18 45.0%	14 34.9%

BEST COPY AVAILABLE

Because of the high percentage of non-respondents in the no relationship category, it was felt that an assumption as to the implications of the blanks must be made to properly interpret the data. It was assumed that they would be interpreted as having a negative connotation. If the students had positive feelings, they would most likely have so indicated. However, some people would rather not respond unless they can do so in a positive fashion.

The results of all respondents is about what would be expected, that is a high percentage of those who were working at jobs which were not related to their training program at EAC would logically report that the program prepared them poorly. The Vocational Group appears to be almost precisely what would be logically expected, i.e., highest percentage of very well responses for the directly related option, highest percentage or adequate responses for the no relation option.

When the relationships from directly related to no relation are considered in terms of either raw numbers or percentages, Vocational is the only one that is highest for directly related and lowest for no relation. The Transfer, the General, and the Total categories are all inverse relationships.

It can be concluded that the Vocational Category has the highest percent of respondents whose present jobs are directly related to the training received at Eastern. The Transfer, General, and Total categories have the highest percent whose present jobs have no relation to their training received at EAC.

C. Relationship of Respondents' Present Job to EAC Training.

Table 13 on the following three pages is an analysis of the vocational respondent's present job to the training he received while attending Eastern Arizona College. Approximately 42% of these respondents were employed in an area directly related to their EAC curriculum.

A similar analysis was made of the respondents in the respondents in the Transfer Category who did not transfer or did transfer but withdrew prior to completing a Bachelors degree program. This analysis revealed 16% were employed in a job related to their curriculum at EAC.

There are many reasons why a respondent might be working in an area unrelated to his former training; and therefore, it cannot be determined whether or not the number in the no relation category is too high, too low, or about what should be expected. However, it would appear that EAC should be striving to reduce this number.

Table 13

Relationship of Respondents' Present Job to EAC Curriculum

Curriculum	DOT Job Classification			
Agri-Mechanics Tech	Animal Farming	(1)	Construction	(1)
Production Agriculture	*Animal Farming	(4)	Welders	(1)
	Extraction of Minerals	(1)		
Auto Business	*Managers & Officials	(2)	Packaging	(1)
Automotive Mechanics (1year)	Architecture & Engineering	(1)	Salespersons, Commodities	(1)
	Food Preparation	(1)	*Mechanics & Machinery Repairmen	(1)
	Assembly of Electrical Equipment	(1)	Painting, Plastering	(1)
	Logging	(1)	Blank	(2)
Automotive Service	Architecture & Engineering	(1)	Medicine	(1)
	Education	(2)	*Mechanics & Machinery Repairmen	(6)
	Fabrication etc., of Metal Products	(1)	Assembly of Electrical Equipment	(2)
	Welders, Flame Cutters	(1)	Excavating, Grading	(1)
	Construction	(3)	Extraction of Minerals	(2)
	Production of Utilities	(1)	Blank	(4)
Diesel Tech	Stenography, Typing Filing	(1)	Blank	(1)
Drafting (one year)	Blank	(1)		
Drafting Tech	*Architecture & Engineering	(4)	Social Sciences	(1)
	Art	(1)	Information & Message Distri.	(1)
	Salespersons, Commodities	(1)	Plant Farming	(2)
	Animal Farming	(1)	Blank	(8)
	Construction	(3)	Extraction of Minerals	(1)

*Job classification related to curriculum

BEST COPY AVAILABLE

Table 13 (cont.)

Relationship of Respondents' Present Job to EAC Curriculum

Curriculum	DOT Job Classification			
Data Processing	Architecture & Engineering	(4)	Social Sciences	(1)
	*Stenography, Typing, Filing	(2)	*Computing & Account-Recording	(1)
	*Material & Production Recording	(1)	Food Preparation	(1)
	Building & Related Services	(1)	Metal Machining	(1)
	Assembly of Electrical Equipment	(1)	Construction	(1)
	Extraction of Minerals	(2)	Graphic Art Work	(1)
	Blank	(4)		
Fashion Merchandising	*Salespersons, Commodities	(1)		
Mid-Management	*Managers & Officials	(1)	Stenography, Typing, Filing	(1)
	Materials & Production Recording	(1)	Salesmen, Services	(1)
	*Salespersons, Commodities	(2)	Building & Related Services	(1)
	Processing of Chemicals	(1)	Mechanics & Machinery Repairman	(2)
	Printing	(1)	Textile	(1)
	Assembly of Electrical Equipment	(1)	Construction	(1)
	Packaging	(1)	Blank	(5)
General Clerical (one Year)	Domestic Service	(1)		
Office Services	*Computing & Account-Recording	(1)		
Legal Secretary	*Stenography, Typing, Filing	(1)		
Medical Secretary	*Computing & Account-Recording	(1)		
Secretarial	Medicine	(1)	Religion	(1)
	*Stenography, Typing, Filing	(20)	*Computing & Account-Recording	(2)
	Material and Production Recording	(1)	Domestic Service	(1)
	Blank (10)			

*Job classification related to curriculum

BEST COPY AVAILABLE

Table 13 (cont.)

Relationship of Respondents' Present Job to EAC Curriculum

Curriculum	DOT Job Classifications			
Stenographic (one year)	*Stenography, Typing, Filing	(3)	*Computing & Account Recording	(1)
	Blank	(2)		
General Business	Architecture & Engineering	(1)	Medicine	(1)
	*Stenography, Typing, Filing	(1)	Mechanics & Machinery Repairman	(1)
	Transportation	(1)	Extraction of Minerals	(1)
	Blank	(1)	Construction	(1)
Home Economics (occupational)	*Food Preparation	(1)	Blank	(1)
Electronics Engineering Tech	*Architecture & Engineering	(5)	Computing & Account Recording	(1)
	Art	(1)	Metal Machining	(1)
	Mechanics & Machinery Repairman	(2)	*Assembly of Electrical Equipment	(1)
	Construction	(1)	Transportation	(1)
	Extraction of Minerals	(3)	Blank	(5)
Law Enforcement	Computing & Account Recording	(1)	*Protective Service	
	Mechanics & Machinery Repairman	(1)	Blank	(2)
Mechanical Engineering	Computing and Account Recording	(1)	Painting, Plastering	(1)
	Blank	(1)		
Mining Tech	*Architecture & Engineering	(1)	*Extraction of Minerals	(3)
	Blank	(2)		
Machine Practices (one Year	Blank	(1)		
Nursing - RN	Blank	(1)		

*Job classification related to curriculum

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 14 shows the employment status of those vocational respondents who did not give sufficient information to make a determination concerning their job classification. They comprise 24% of the Vocational Category.

Table 14

Employment Status of Vocational Respondents
Not Responding to Job Classification

Military Service	5.7%	Unemployed	19.2%
Employed Full-Time	36.5%	Employed Part-Time	3.8%
Full-Time Homemaker	19.2%	Other	11.5%
Blank	1.9%		

D. Overall Attainment of Respondents Educational/Training Goals.

Table 15 shows the degree to which EAC met their educational/training goals.

Table 15

Attainment of Respondents'
Educational/Training Goals by Category

	Total Respond.	Transfer	Vocational	General
Very Well Met	22%	22%	25%	16%
Somewhat Well Met	28%	28%	27%	28%
About Average	29%	30%	29%	27%
Somewhat Poorly Met	8%	8%	8%	10%
Very Poorly Met	4%	3%	4%	6%
Blank	8%	8%	7%	12%
Total	99%*	99%*	100%	99%*

*Not equal to 100% due to rounding

Approximately 79% of all of the respondents indicated that EAC had met their educational/training goals to an average extent or better. Approximately 12% indicated some degree of dissatisfaction with which their goals had been met.

VII. DIFFICULTIES ENCOUNTERED BY RESPONDENTS.

A. Difficulties Encountered By Respondents in Transferring to Other Institutions.

Those respondents receiving additional training indicated that acceptance of courses and increased difficulty of courses at the transfer institution were the two largest problems encountered in transferring. Table 16 shows the percentage in each category experiencing difficulty in the item listed.

Table 16

Major Difficulties in Transferring
(Respondents who indicated they had received further education)

	Total Respon.	Transfer	Vocational	General
Total No. of respondents in each category	(509)	(338)	(91)	(45)
They would not accept courses I thought they would	25%	26%	23%	22%
The courses at the transfer institution were much more difficult than those at EA	22%	25%	19%	20%
The new college was too large	12%	12%	14%	4%
I changed my major	15%	14%	18%	20%
Other	14%	14%	15%	18%

B. Difficulties Encountered by Respondents Entering Full-Time Employment.

Difficulties in entering full-time employment as reported by the respondents are shown below in Table 17.

Table 17

Number of Respondents Indicating Difficulty in Entering Full-Time Employment

	Very	Somewhat	Not Serious	Blank
Securing a job related to preparation received while at EAC	31 * (16)**	19 (12)	22 (10)	390 (143)
Was over educated for the jobs	3 (3)	9 (6)	24 (14)	416 (158)
There was no previous interview training	16 (9)	17 (10)	14 (9)	405 (153)
The employer wanted more maturity	6 (9)	10 (7)	13 (8)	423 (157)
The employer wanter employees with experience in the field	40 (35)	39 (14)	12 (7)	361 (125)
Was under-educated for the jobs	11 (5)	13 (12)	15 (3)	415 (159)
Locating a job in the area in which I wanted to live	36 (15)	28 (22)	17 (4)	371 (140)
Knowing where and how to look for a job	21 (13)	34 (18)	13 (7)	384 (143)
Other (specify)	9 (1)	5 (2)	4 (2)	434 (176)

*Figures on top row are for Transfer and General categories combined
**Figures in parentheses are for vocational students

It might be noted that in most of the items, the respondents in the Vocational category indicated a higher percentage of difficulty than did the Total respondents. Please note that in the Vocational category 19.3% of the respondents indicated the need for more experience which could indicate the need for more cooperative education type of programs.

VIII. OPINIONS OF RESPONDENTS IN THE AREA OF INSTRUCTION

During the past few years, several changes were made affecting the area of instruction. This section deals with some of those changes (class attendance policy and grading policy) and instruction in general.

A. Class Attendance Policy.

Forty-eight percent of the respondents favored an attendance policy that allows each individual instructor to determine his own policy and 26% indicated attendance should not be required. Twenty-one percent of the vocational students favored a prescribed number (3) of absences per semester. Table 18 indicates these responses.

Table 18

Class Attendance Policy

	Total Respond.	Transfer	Vocational	General
One absence a semester	2.9%	2.7%	3.7%	.9%
Allow no unexcused absences	1.5%	1.2%	2.3%	1 8%
Not require attendance	26.0%	26.6%	24.0%	25.4%
Allow 3 unexcused absences	16.8%	15.6%	21.2%	12.7%
Each teacher sets his own	48.4%	49.2%	46.2%	52.7%
Other	2.2%	2.3%	1.8%	2.7%
No Response	1.8%	2.1%	.4%	3.6%

B. Grading

The most popular grading option, among all groups of respondents seemed to be the current system (A,B,C,D,W,I). Table 19 indicates these responses.

Table 19

Grading Policy

	Total Respond.	Transfer	Vocational	General
A, B, C, D, W, Inc.	35.4%	35.5%	35.8%	39.0%
A, B, C, D, F W Inc.	23.5%	21.9%	25.9%	22.7%
Pass-Fail	12.3%	11.6%	13.2%	13.6%
A, B, C, D, F, WF WP	15.6%	17.1%	13.2%	10.0%
A, B, C, W, Inc.	8.0%	8.8%	6.6%	8.1%
Other	2.9%	2.9%	3.3%	3 6%
Blank	1.8%	1.9%	1.8%	2.7%

It is suspected that many students checked the grading system that was in effect during their attendance at EAC. If any changes are made in the present grading policy, this possibility should be checked.

C. Quality of Instruction.

Seventy-two and seven-tenths percent of all students felt that the quality of instruction received at EAC was above average while only 2.6% indicated they believed the quality was below average. Twenty-three and two-tenths considered their instruction only average. Table 20 shows these responses.

Table 20

Quality of Instruction

	Total Respond.	Transfer	Vocational	General
Very Good	29.9%	28.9%	30.1%	31.8%
Good	42.8%	44.6%	43.8%	33.6%
Average	23.2%	22.6%	22.6%	29.0%
Poor	2.2%	2.3%	1.4%	2.7%
Very Poor	.4%	.2%	.9%	.9%
No Responses	1.2%	1.2%	.9%	1.8%

D. Faculty Concern for Students.

Seventy percent of all students responded that faculty concern for students was above average. Only 7% of all respondents felt faculty concern was below average. Table 21 shows these reponses.

Table 21

Faculty Concern for Students

	Total Respond.	Transfer	Vocational	General
Very Good	35.0%	34.6%	35.8%	30.9%
Good	35.2%	35.9%	33.9%	37.2%
Average	22.4%	22.4%	20.7%	23.6%
Poor	5.4%	5.0%	7.5%	5.4%
Very Poor	.7%	.6%	.9%	.9%
No Response	1.1%	1.2%	.9	1.8%

E. Value of General Education Courses.

Fifty-five percent of all respondents felt their general education courses were above average, although only 46% of the General Category responded in this way. Less than 7% of all students said the General Education courses were below average and 37% reported they felt they were average. Table 22 indicates these reponses.

Table 22

Value of General Education Courses

	Total Respond.	Transfer	Vocational	General
Very Good	15.2%	14.7%	15.5%	10.0%
Good	39.6%	40.3%	40.5%	36.3%
Average	36.6%	37.2%	35.8%	44.5%
Poor	5.8%	5.2%	5.1%	5.4%
Very Poor	1.0%	.8%	1.4%	1.8%
No Response	1.5%	1.4%	1.4%	1.8%

BEST COPY AVAILABLE

E. Value of Vocational Courses.

Fifty-eight percent of the total respondents indicated that the value of EAC vocational courses was above average. Over 70% of the Vocational Category indicated these courses were above average. Many Transfer and General Category students indicated that they did not respond because they had not taken any vocational courses. Table 23 indicates these responses.

Table 23

Value of Vocational Courses

	Total Respond.	Transfer	Vocational	General
Very Good	24.1%	20.9%	36.7%	14.5%
Good	34.7%	35.3%	33.9%	32.7%
Average	24.2%	24.5%	23.1%	29.0%
Poor	5.1%	5.7%	4.2%	7.2%
Very Poor	.9%	1.2%	-0-	.9%
No Response	10.6%	12.2%	1.8%	15.4%

F. Instructional Areas Needing More or Less Emphasis.

In order to determine improvements that could be made in the instructional area, respondents were asked to comment on the following question. "Pretend you are just entering EAC this next semester in the same major area as before, however, with your present knowledge. In the comments section indicate what course or courses you feel need extra emphasis or more in-depth treatment. Then indicate which courses you would eliminate as useless."

Most of the respondents indicated they would have made the same choices of courses but would have tried harder in their studies. Or,

they felt all their classes were of some value and none were useless. However, many stated that some classes they took were the right classes but did not give them the background they needed, both at the university and on the job.

G. More emphasis.

Table 24 indicates that the respondents would place more emphasis on the Math-Science and Vocational areas. The reason indicated by some was the current economic and employment picture. Specifically, respondents employed in the office occupations area indicated a need for more English -- spelling, punctuation, etc. Those in data processing stated the need for COBAL.

In the Math-Science area, it was evident that the respondents felt mathematics needed more emphasis. These was an indication in the comments that the courses in Math-Science were perhaps too easy. Many who indicated the need for more emphasis in the vocational area also mentioned Math-Science classes. Perhaps, this is an indication that former vocational students who avoided Math-Science classes at EAC now realize the need for these courses.

Table 24

General Instructional Areas
Indicated by Respondents As
Needing More or Less Emphasis

Instructional Area	More Emphasis	Less Emphasis
Vocational	85	12
Communicative Arts	35	24
Social and Behavioral	31	22
Math Science	65	14
Agriculture	7	-
Fine Arts	7	23
Health Physical Education	9	-
Education	6	-
Students' Major	18	-
General Education	4	

H. Less Emphasis.

The vast majority of students indicated they were pleased with their course selection and the utility of their courses. However, in each area there were small groups polarized at both extremes as to the value of certain general education courses. An example of this would be the Vocational respondents. Many indicated a need for more English while almost a like number said there should be less emphasis on English. Table 25 shows the type of classes and number of respondents who indicated these classes should have less emphasis. The statement might be made that in general the less related the course to the student's major the greater the tendency for the student to indicate there should be less emphasis.

IX. STUDENT SERVICES

Again, changes have been made and services expanded in the Student Service area. Questions 18-21 were an attempt to determine the use of the services, their importance to the student, and how they might be improved.

A. Student Services Used and Rating.

Question 18 asked the respondent to check the student services he had used and to rate the quality of that service. Table 25 is an analysis of the total respondents to that question.

Table 25

Student Services Used and Rating

Supportive Service	High Quality	Average Quality	Low Quality	Blank
Summer Orientation and Registration	25%	29%	3%	42%
Small Group Counseling	14%	17%	4%	65%
Testing Program	9%	25%	4%	61%
Choose a Vocation	10%	18%	7%	64%
Choose a Major	16%	21%	7%	55%
Select Classes	32%	34%	8%	26%
Meet Graduation Requirements	21%	19%	6%	54%
Transfer to another school	18%	17%	9%	55%
Solve Personal Problems	7%	10%	7%	76%
Solve Family Problems	1%	7%	5%	87%
Understand yourself better	6%	10%	5%	79%
Part-time job while in school	22%	16%	7%	54%
Full-time job upon graduation	3%	5%	5%	87%
Financial Aid at EAC	23%	13%	4%	60%
Help with securing financial aid when transferring	5%	6%	4%	85%

B. Most Important for EAC to Offer.

The respondent was asked to list the three student services he felt were most important for EAC to offer and why. The three most frequently listed supportive services listed as "Most Important" were:

Item	No. of Responses
1. Select Classes	261
2. Summer Orientation and registration	220
3. Transfer to another school	219

C. Least Important for EAC to Offer.

Question 20 asked the respondent to list the three least important student services he felt EAC should offer and why. The three most frequently listed supportive services listed as "Least Important" were:

Item	No. of Responses
1. Solve Family Problems	265
2. Understand Yourself	148
3. Solve Personal Problems	137

A number of students indicated that all the services were important but these were the ones they used least.

Respondents were asked to state their reasons why the student services they listed were "Most" or "Least" important. A summary of their comments is contained Appendix D.

D. Ways Supportive Services Can Be Improved.

It is difficult to get a clear picture because of the varied opinions in response to the questions. The following is a summar-

ization of the suggestions for improvements and are numbered in order of the frequency of responses in the area.

Respondents indicated a need for additional:

1. Personalized attention and show of interest in their problems both academic and otherwise. Comments indicated that more of this kind of service needs to be available.
2. Information regarding the transferability of credis, courses, and requirements for final completion at the university.
3. Information, facts, and time to make their own decisions. Some students resented pressure to take certain classes.
4. Information concerning counseling financial aids, and other student services.
5. Employment opportunities regardless of qualifications for federal funds.

In addition students indicated a need for acceptance as individuals regardless of religion or race.

X. STUDENT ACTIVITIES

A. Student Activities.

Eastern Arizona College is located in a small isolated rural community. Because of this fact, student activities are quite important in providing the student body with "something to do". Table 26 shows the response to the question which asked the student to indicate the activities he had participated in and the degree of importance of the activity to him personally.

Table 26

Respondents Ranking of Student Activities

Item	Very Impt.	Some Impt.	No Impt.	Blank
Campus Clubs	17.6%	25.4%	6.4%	50.3%
Academic Clubs	7.3%	14.0%	6.9%	71.6%
Religious Clubs	35.0%	12.2%	6.9%	45.7%
Student Government	15.9%	12.1%	4.7%	67.2%
Dances	33.6%	36.6%	5.7%	23.9%
Movies	18.5%	36.5%	6.7%	38.2%
School Picnic	11.7%	26.4%	8.3%	53.4%
Snow Hike	7.9%	19.2%	6.8%	66.0%
Student Center	38.4%	29.2%	4.2%	28.0%
Intercollegiate Athletics (Spectator)	36.4%	23.5%	4.8%	35.1%
Intramural Athletics (Participant)	23.2%	13.3%	4.1%	59.3%
Drama	11.4%	12.1%	5.7%	70.6%
Bull Sessions	15.8%	18.3%	7.0%	58.7%
Other	6.1%	1.4%	1.0%	91.3%

An analysis of Table 26 reveals that the four activities having the highest percent of participation are dances (76.1%), student center (72%), Intercollegiate athletics (64.9%), and movies (61.8%). The four activities with the lowest percent of participation are

academic clubs (29%), drama (30%), student government (33%), and snow hike (33%).

Students were then asked to list additional activities that they would have participated in if they had been available. The activity mentioned most often was swimming (36). It was interesting to note that many of the activities mentioned by students were available at EAC. This might indicate a need for providing students more information as to the activities available and how to participate in these activities.

XI. COMMUNITY

In order to determine how former students felt about the community, the question "How do you feel EAC students in general were treated by members of the community?" was asked. Table 27 below shows the tabulation of all respondents for this question.

Table 27

Acceptance or Rejection by the Community of All Respondents

Rating	Percent of Respondents
Completely Accepted	32.7%
Somewhat Accepted	31.0%
Neutral	23.4%
Somewhat Rejected	9.1%
Completely Rejected	.9%
Blank	2.5%

XII. RESPONDENTS OPINION OF EAC.

In order to determine the respondents' feelings toward EAC, two questions were asked. The first was "What is your overall opinion of EAC?" The second was "Would you recommend EAC to a relative or friend? and Why?"

Table 28 is an analysis of the respondents overall opinion of EAC. It can readily be seen that only 7.3% indicated Poor, Very Poor, or No Response.

Table 28

Respondents Overall Opinion of EAC

	Total Respond.	Transfer	Vocational	General
Very Good	26.1%	24.5%	26.8%	22.7%
Good	43.1%	45.8%	40.0%	44.5%
Average	23.1%	22.6%	25.0%	22.7%
Poor	5.0%	4.0%	7.0%	7.2%
Very Poor	1.1%	1.6%	-0-	.9%
No Response	1.2%	1.2%	.9%	1.8%

Table 29 on the following page shows that 82.7% of the respondents would recommend EAC to a relative or friend.

Table 29 shows that 82.7% of the respondents would recommend EAC to a relative or friend.

Table 29

Analysis of Whether or Not Respondents Would Recommend EAC

	Number	Percent
Yes	702	82.7%
No	104	12.2%
Blank	42	4.9%
Total	842	99.8%*

*Not equal to 100% due to rounding

This item had by far the largest number of comments. Approximately 83% of the comments were favorable. Basically, the positive comments related to the advantages of EAC as a small-friendly school with close student - faculty relationships.

The negative comments (17%) focused on two primary concerns.

1. The small size and isolation of the school.
2. A feeling of rejection by some non-LDS students.

XIII. CONCLUSIONS AND RECOMMENDATIONS

Listed below are two general conclusions and recommendations followed by additional conclusions and recommendations for each section. These conclusions and recommendations are based upon the Committee's interpretation of the data from this study.

1. Through out this study it can be noted that the respondent in the General Category tends to rate his experiences at EAC lower than the respondent in the Transfer or Vocational Categories. Perhaps this is a reflection of his own indecision in determining his educational and vocational goals. Many comments made by the respondents in essence said, "I didn't know what I wanted and consequently did not benefit as much as I could have from my experience at EAC."

The drop out rate, the number employed in areas not related to their area of study, and the number transferring but not completing a Bachelor's degree program indicate the need for a formalized program whereby the student can make a realistic career choice that matches his interests and abilities.

It is recommended that EAC provide such a program.

2. This study indicates a higher percent of EAC's students transfer than was anticipated and that transferability of courses is a problem. In light of these findings the Committee recommends the following.

a. That a better "feed back" system be devised which will encourage the student to notify EAC when he encounters a transfer problem.

b. Each counselor and instructor study the catalogs of the four major transfer institutions, both the curricular requirements in their areas and the general education and requirements for both admission to and graduation from the university.

c. Each counselor and instructor be completely honest with the students about the transferability of courses, clearly identifying those courses which will not transfer, or which will transfer only as electives.

d. A more in-depth study be made to determine the exact nature of the problems encountered by the respondents.

Additional Conclusions and Recommendations.

Conclusions from III. Demographic Data of Respondents.

1. There is a smaller proportion of women in vocational programs.
2. The 18-21 age group would tend to be more undecided as to a major.
3. Out-of-state students basically attend EAC for transfer programs.
4. Proportionately there are more Indians in transfer programs. The reason for this is that the tribes and the BIA send vocationally oriented students to vocational schools.
5. Percentage-wise, the Anglo has the smallest number in vocational programs.

Recommendations from III. Demographic Data of Respondents.

1. EAC should evaluate its vocational programs to see if they are meeting the vocational education needs of both women and Anglos and modify as needed.
2. Out-of-state recruiting literature should be geared to the transfer programs and transferability of courses.

Conclusions from IV. Reasons for Non-Graduate Respondents leaving EAC.

1. Premature transfer is the largest single reason students left EAC.
2. Students in the General Category have a slightly higher drop out rate in the first year.
3. Despite the reasons given for withdrawal, 83% indicated that they got from EAC what they came for.

Recommendations from IV. Reasons for Non-Graduate Respondents leaving EAC.

1. Efforts should be made to encourage students in the appropriate curricula to complete their two-year program at EAC before transferring to a university.
2. As soon as possible, students who do not return should be sent a follow-up questionnaire containing the question "Did you get from EAC what you came for?" and any that respond negatively should be contacted to find out what was specifically wrong.

Conclusions from V. What Has Happened to Former EAC Students.

1. The number of students (62%) transferring was much higher than anticipated.
2. Almost half (44%) of the students in vocational programs transfer.

Recommendations from V. What Has Happened to Former EAC Students.

1. Caution must be exercised when advising a vocational student due to the fact that a large number will in fact transfer. When it will not detract from the vocational preparation of the student, he should take, where there is a choice, the transfer course rather than the non-transferable course.
2. Efforts be made to have the student clearly understand that the AAS degree is not intended to be a transfer degree.

Conclusions from VI. Ranking of Preparation Received at EAC by Respondents.

1. The respondents by far indicated that EAC had prepared them either adequately or very well for further training.
2. The Vocational Category has the highest percent of respondents whose present jobs are directly related to the training received at EAC.
3. Students ranking of EAC's preparation for their then current job was in proportion to how closely related the job was to the preparation received. Briefly, the more directly related the training to the job the higher the rating of EAC's preparation.
4. Approximately 79% of the respondents indicated that EAC had met their educational/training goals to an average extent or better. Approximately 12% indicated some degree of dissatisfaction with which their goals had been met and 8% did not respond.

Recommendations from VI. Ranking of Preparation Received at EAC by Respondents.

1. It is recommended that EAC strive to place a greater number of students on jobs related to their preparation through increased emphasis on vocational counseling during their training and improved placement services upon completion of their schooling.
2. Although a small percentage of the respondents indicated dissatisfaction with the degree their education/training goals were met, it is recommended that further analysis be made to determine the reasons for their dissatisfaction.

Conclusions from VII. Difficulties Encountered by Respondents.

Difficulties encountered by Respondents in transferring to other institutions:

1. The number of students indicating difficulty in transferring courses was much higher than anticipated.
2. Evidently, the size of the transfer institution was not a problem.

Difficulties encountered by Respondents in entering full-time employment:

1. Overall, the number indicating difficulty in entering employment was much smaller than anticipated.
2. The respondents in the Vocational Category indicated a higher percentage of difficulty than did the total respondents who had held a full-time job.
3. The need for experience was the item most frequently indicated by the respondents in the Vocational Category.

Recommendations from VII. Difficulties Encountered by Respondents.

1. EAC should investigate the possibilities of expanding its cooperative education program and expand it in those areas deemed practical.

Conclusions from VIII. Opinions of Respondents in the Area of Instruction.

1. It is clear that the respondents favored each teacher setting his own class attendance policy.
2. The results of the grading policy may be interpreted more than one way.
3. Most students generally felt that the quality of instruction was good to very good. A very small proportion rated instruction below average.
4. A significant number (70%) of all respondents felt the faculty's

concern for the student was above average. Only 7% rated it below average.

5. Though general education courses were rated the lowest in this series of questions, 54% rated those courses either very good or good.
6. The respondents within the Vocational Category rated the value of vocational courses highest (70% said they were good or very good). The no response category can be accounted for because many Transfer and General respondents did not take a vocational course.
7. The two general instructional areas mentioned most frequently as needing more emphasis were Vocational and Math-Science.

Recommendations from VIII. Opinions of Respondents in the Area of Instruction.

1. The current institutional policy of letting each instructor set his own attendance policy should be continued.
2. A more in-depth study be made before making any change in the present grading policy.
3. Although student's perception of instruction appeared to be quite positive, efforts should be continued to maintain and improve the quality of instruction. In other words, attempts at improvement should never cease.
4. The Curriculum and Instruction Committee should review, and if deemed advisable, implement ways of emphasizing the Vocational and Math-Science areas.

Conclusions from IX. Student Services

1. All services were not used by all students, but each service was important to a significant number of students.

2. Students indicate that choosing a major, choosing a vocation, and selecting classes as areas in which they need much assistance. Comments further indicate that some students resent pressure to make an early decision or to take a particular course.
3. Many students indicated a need for personalized attention from both counselors and faculty and deeply appreciated their showing an interest in the student's problems.
4. Students were very concerned about transferability of credits and the need for correct, current information about university requirements.
5. Many students were not aware of some of the student services available.
6. Some students indicated a need to be treated with human dignity and respect, regardless of race or religion.
7. The respondents indicated a need for more jobs for students who do not qualify for federal programs.

Recommendations from IX. Student Services.

The administration, faculty, and staff of EAC should:

1. Increase their awareness of cultural differences, improve their sensitivity to the feelings of others, and continue to make every effort to treat each student with courtesy and respect.
2. Do a better job of publicizing student services available.
3. Build up the vocational library and strengthen the vocational counseling program.
4. Evaluate the financial aids program and see if it could be modified to better meet the needs of more students.

Conclusions from X. Student Activities.

1. The highest percent of participation in student activities are dances, student center, intercollegiate athletics, and movies.
2. The lowest percent of participation in student activities are academic clubs, drama, student government, and snow hike.
3. The single activity listed most frequently as being desired was swimming. (A swimming pool has been built and was available for use in October, 1973.)
4. There was evidence that many students were not aware of all of the student activities available to them.

Recommendations from X. Student Activities.

1. More information should be provided the incoming student regarding not only what activities are available, but how, where, and when he can participate in them.

Conclusions from XII. Respondents' Opinion of EAC.

1. The vast majority of EAC's former students indicated they would recommend EAC to a relative or friend. Respondents overwhelmingly feel that its strengths are in being a small-friendly school with close student-faculty relationships.
2. A small number indicated its size and rural setting to be a negative factor.
3. There is a feeling of rejection by some non-LDS students. This can be expected when one considers that the school was originally founded as an LDS academy and the community in which it is located (Thatcher) is predominately LDS.

Recommendations from XII. Respondents' Opinion of EAC.

1. It is recommended that all members of the staff, faculty, and administration continue to make every effort to treat all students with acceptance and show respect for cultural, religious, and value systems which are different from their own.

It is the final conclusion of the Committee that EAC is doing an excellent job according to the respondents of this study. Like any college it has its strengths and weaknesses. Some of these have been identified in this document.

Many of the suggestions made by the students have already been been done. For example, many of the respondents indicated the need for a better student center. The student center was moved and remodeled last year. Efforts are currently being made to identify and solve the problems students are encountering when they transfer.

Because of the many insights gained from this project, the Committee recommends that further follow up studies be made bi-annually.

STUDENT DEMOGRAPHIC INFORMATION

Social Security Number
Name as listed on Permanent Record
Permanent Address
or Latest Address
Telephone Number
Name, Address & Phone number of Parents or Guardian
County of Residence last semester of attendance
Date of Birth - Mo./day/year
Sex
High School Graduated From
Year of High School Graduation
High School Rank
Prior College Experience - School, Number of Semesters Attended
Hours transferred to EAC, GPA

Each Semester & Year Attended EAC as full-time student

Major on:
Application
first semester
Last semester
Graduation

First Semester GPA
Units Completed at EAC
Overall GPA at EAC
Year graduated from EAC

Transcripts and Dates sent to Colleges or Employers

ACT Scores

CONSULTANT FOR FOLLOW-UP SURVEY

QUALIFICATIONS:

Must have a doctorate or be a doctoral candidate.

Training and experience in developing, field testing, and interpreting the results of a written survey instrument.

Training and experience in statistical analysis of the information gained from these types of surveys.

Training and experience in computer format design.

Training and experience in conducting personal interviews.

Experience in training personnel for telephone and personal interviews -- Desired.

JOB DESCRIPTION:

1. Designing and delivery to the Project Director by April 16, 1973, a field tested follow-up instrument which will provide the necessary data and guidelines for telephone and personal interviews.

2. Designing the computer print outs, interpreting the data received, and assisting in writing the conclusions based upon the data received from the returns.

3. Making specific recommendations for revision of the survey instrument and procedures in order that they may be used in continuing follow-up studies.

CALENDAR OF EVENTS:

April 16, 1973	Consultant delivers field tested questionnaire and guidelines for telephone and personal interviews.
June 15, 1973	Consultant delivers format for computer print outs.
August 7, 1973	Computer analysis completed and mailed to consultant and members of committee.
August 17, 1973	Consultant mails to members of committee preliminary analysis of data and possible conclusions.
August 22, 1973	Consultant and Committee meet and complete final analysis of data and conclusions reached.
September 1, 1973	Recommendations for revision of questionnaire and procedures submitted.

CONSULTANT FEE: $500.00

NOTE: Budget limitations will limit funding for mileage to a radius of 200 miles from Eastern Arizona College.

All interested applicants should contact:

Mr. Jesse U. DeVaney, Director of Institutional Research & Project Development
Eastern Arizona College
Thatcher, Arizona 85552
602-428-1133, Ext. 73

APPENDIX B

EASTERN ARIZONA COLLEGE
March 16, 1973

TO: Faculty

FROM: Jesse DeVaney

RE: Interviewer for Follow-up Study

QUALIFICATIONS:

1. Training and experience in interviewing.
2. Served on the EA faculty for the last five years -- Desired.
3. Must be available for two consecutive weeks during July (present calendar of events call for interviews to begin July 2nd).

JOB DESCRIPTION:

Personally interviewing a random sample of former EA students who did not respond to a mailed questionnaire or telephone interview.

REMUNERATION:

Interviewer will receive $50 per day up to and including 10 days plus $20 per diem (maximum $200) and 10¢ per mile (maximum $300).

If interested, please submit qualifications to me by March 23rd.

68/69/70/71/72.

APPENDIX D

Summary of Selected Comments

The respondents made many comments and suggestions about various questions on the instrument. Item 17 -- "Would you recommend EAC to a relative or friend? Why?" received the most comments. This was followed in number by the comments for Student Services. Below is a brief summary with examples of some of the areas receiving comments. When appropriate, an example of a positive and negative response is shown.

Item 10 -- Community Acceptance. Many of the respondents were pleased with the community's acceptance. However, there were some who did not feel accepted for a variety of reasons. Below are examples from each category.

Completely Accepted. "I was raised in Safford, but still feel that for the most part, the students were very well accepted by the community."

Somewhat Accepted. "It depended on who you were and whether you had lived in the valley before going to EAC."

Not Sure. "I was given the impression there was friction and students felt rejected."

Neutral. "I believe this differs with minority groups, however."

Somewhat Rejected. "For the most part, long hair was a no-no."

Completely Rejected. "Accepted if student was of Mormon faith, somewhat rejected if of another faith.

Item 11 -- Attendance Policy. Comments seemed to indicate that the instructor should set his own attendance policy. However, many stated it should be the student's decision.

Examples: "Classes are different, so attendance may not be as necessary in some as others." "Let student decide (no one is hurt but student -- he should know if he needs to go to class)."

Item 13 -- Quality of Instruction. Most indicated they were pleased with the quality of instruction at EAC.

Examples: "I thought the instructors were better than average." "Several instructors were very good. I really learned from them. Others were just average and a few I felt were poor.

Item 17 -- Would you recommend EAC? By far, the respondents stated they would recommend EAC.

Examples: "A good school and I enjoyed going there." "I liked it and learned a lot." "Good vocational programs." "It's just a school, but there were a few nice, friendly people."

The comments made for Supportive Service are shown below. Items 18-21.

Summer Orientation and Registration for Freshmen. One-hundred forty-one respondents made positive comments, mostly reflecting the program's success in reducing anxiety, saving time, making the student feel welcome, having adequate counselor time to discuss major and choose classes. Thirty-three said they appreciated not being rushed. Seven stated the service was not needed by them, nine stated they did not participate and two thought it was a waste of time.

Small Group Counseling. Fifty-six respondents made positive comments, "Helps a kid a lot", "Helps identify with others and solve own problems as well", "Most people need a little extra help small groups provide", Makes kids feel they are important".

Nineteen stated they preferred individual counseling, but did not indicate whether or not they had had a group experience.

Nineteen made negative comments, mostly dealing with reluctance to discuss problems in a group or expecting it to be a waste of time. These students did not indicate they had ever had a group experience.

Twelve asked questions or indicated that they had no knowledge of the program.

Testing Program. Twenty-six students stated rather emphatically that they considered tests as such inaccurate, invalid unreliable and unnecessary. Twenty-four students found the testing program helpful in choosing a vocation, selecting classes and deciding which level of a particular class to attempt. "Placement is vital." "To know where

they stand and help them along." "Help student understand himself and a major field of study for him to pursue."

Choose a Vocation, and Choose a Major. The students tended to lump these two together as one field. About ten students felt that this decision should be made before the student comes to college; however, 97 students indicated choosing a vocation and 93 students indicated choosing a major was their biggest problem when they came to college. Their comments indicated that they needed a great deal of help with this. A few students commented that they resented pressure being applied to make a premature decision and that hasty decisions were usually poor decisions. Several comments indicated that students resent pressure being put by faculty members pushing their area of instruction.

"Your life depends upon the major you choose." "Crucial to future." "It helps the kids out a lot." "Strongly affects all the students." "Sometimes you just aren"t sure of what you want."

Select Classes. This was rated as the most important service offered and drew more comments than any other service. "You just don't know which classes to take." "So student would know what he needs to take for his future vocation." "Start on the right foot from the start." "So you aren't as scared or mixed up." "Get the right classes for the right major." "Strongly affects all students." "Students are confused." "It's hard to understand what to take." Several students commented on the importance of getting classes that transfer.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 06 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Meet graduation requirements. Several students indicated they were not interested in a degree so this service was not important to them. Three students felt that the student could get all the information he needed from the catalog, but 86 students indicated that this service was very important to them. "Problems arise if not counseled properly." "Save time and money." "Can be very confusing -- helps a great deal." "Be sure of the right classes to take." "Helps the students out when they transfer." "Reasons are obvious."

Transfer to Another School. About 75 students made comments indicating that this was very, very important to them. This was considered third in importance of the guidance services, although only 62.5 percent of the respondents had actually transferred. Of the approximately 100 comments made, most of them referred to the transferability of courses rather than counsel-assistance with the actual transfer process itself. "The average, normal person probably couldn't handle it by himself." "Most everyone will transfer and needs to know exactly what will be accepted." "It's necessary and should be accurate and efficient." "Can be quite frustrating if not done correctly." "Vital." "So you will not lose any credit."

A small minority felt that the student could handle transfer without assistance. By far the largest complaint was losing credits in transfer. A few students indicated they did not realize that counseling help was available for transfer.

Solve Personal Problems. Forty-one students made positive statements. "Kids need someone to talk to." "I needed it and may not have succeeded

without this program." "I needed it and may not have succeeded without this program." "If someone gets help with his life, he can make it in school or out."

Twenty-six students indicated that they felt one should try to solve his personal problems himself or solve them within the family, seek psychiatric care, or talk to a religious advisor.

Several students indicated that they had needed help in this area but would hesitate to discuss a problem with someone that they did not know.

Solve Family Problems. About 100 student comments were rather sharply divided into three groups. The first felt strongly that family problems should not be discussed at school, that this was between the family, the church and perhaps the family doctor.

The second group, equally large, felt they had serious family problems but that the school was probably not capable of really changing the family situation.

The third and slightly smaller group stated that they had received help here; that it had been effective. "If this is o.k., problems in other areas are less likely." "Sometimes family problems can't be solved - but work with the student." "I think this service is very important and should not be done away with."

Understand Yourself Better. About 110 students commented on this item. Twenty-six felt that this service was not needed, as they, "understand themselves without help", "can be done on your own", "should be done in high school". The rest of the comments were positive toward this service. "Integral part of well-rounded education." "That's

most important." "Because if I understand myself, I never would have dropped out." "I was very confused and afraid of making my own decisions and it really helped me."

Item 27 -- Difficulties in Transferring. The comments for this section were mostly, but not all, concerning credits lost in transferring.

Examples: "I transferred 63 out of 64 hours (total possible) to_____, and encountered none of the difficulties listed." "Many complaints of lost credits when transferred." "Teachers should grade harder. I wasn't prepared for the more intense competition for higher grades and was encouraged to change majors."

Item 37 -- Did you get from EAC what you came for? These comments were varied, many of the respondents recognized their immaturity when attending EAC. They felt EAC was a good place to start college with close student-faculty relationships. An example for each ranking is shown below.

Yes -- "I went to EAC to get training in a field I thought I would like to work in, as it turned out, I continued my education further thanks to the start that EAC gave me.

Partly -- "I went to get some general requirements out of the way. I wanted to determine a major while there, but perhaps you have to dig more deeply to find help in that area.

No -- "I was somewhat immature when I cam to EAC. I felt if I were a little older things may have been different."